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ABSTRACT

Deans and directors of continuing education programs were surveyed to determine continuing education enrollments, staffing, and program emphases. The study objective was to assess the extent to which continuing education programs may provide new sources of professional challenge for traditional faculty. In 1979, 125 deans and program directors were surveyed regarding projections for 10 years (1977-78 through 1987-88) concerning: composition of instructional staff, number and major types of program offerings, total enrollment, and level of centralization of continuing education administration. For institutions of varying enrollment sizes, respondents anticipated some increases in their undergraduate and graduate degree offerings and a slight decrease in their noncredit, general interest offering over the 10-year period. Deans expected their headcount enrollments to increase an average of 35 percent over the 10-year period, and projected a 20 percent increase in the number of courses offered by continuing education. Few deans projected substantial differences in their institutions' approaches to the instructional staffing of educational programs to adult students. While they expect more of these students to enroll, they do not expect to use very many more of the regular faculty to instruct them. Respondents also indicated the extent to which they commission use of text and manuals, audiovisual materials, television courses, and computer assisted instruction. Attitudes regarding instructional development programs, policies regarding traditional faculty, and hiring policies were also assessed. Implications of the findings for new policy directions are briefly considered. (SW)

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THE ROLE OF TRADITIONAL FACULTY IN CONTINUING EDUCATION

In attempting to assess new areas of potential growth for higher education, many academicians have suggested the realm of "continuing education." Interpreted broadly, the term may refer to non-degree programs and classes -- some from the traditional offerings of higher education, others new to or excluded from that curriculum. It may include courses leading to professional updating or certification and degree programs offered for specific types of nontraditional college students at both undergraduate and graduate levels. While the concept is definitely worth exploring (and many are certainly involved in that pursuit) higher education may not be realistically examining the issues underlying these new educational directions.

In the area of degree or certificate-related education programs for various professional groups, it seems that higher education has substantial expertise with which to provide leadership and direction. However, the higher education news media has recently devoted substantial attention to the phenomenon of American business' development of a "shadow education system," stating that it currently serves the majority of the country's adult learners. While some cooperative efforts exist between business and academe, the efforts are largely independent.

From the university's standpoint (and very possibly, from that of business), such cooperation may become increasingly worthwhile. This paper will focus primarily on the issues higher education must face if such relationships are to result in the growth that had been forecast.

Apparent Problems with Current Policies

Institutions face declining enrollments and tuition revenues with inflexibly "fixed" costs for heavily tenured faculties. The hope that adult and nontraditional student "markets" may be able to offset declines in traditional student enrollments has been voiced by many optimistic forecasters of higher education's short-term future. But we cannot overlook the implications of a faculty linked by education and experience to traditional discipline-based and degree-oriented educational programs since changing educational delivery systems and differing educational objectives of adult learners are often the distinguishing characteristics of continuing education. Clearly not all faculty who may be underutilized by existing traditional programs of higher education will find a demand for their expertise in these programs. Furthermore, given the current operational structure of most programs of continuing education, little evidence is available to suggest that regular, tenure-track faculty are actually taking on assignments in continuing education programs to offset reduction in their "traditional" load assignments. In the majority of such programs, continuing education hires instructors (from various professions) with a payment for specified responsibilities per course taught.

Perhaps most critical within the emerging context of professional continuing education is the fact that many university faculty members are teaching for employers other than their universities in addition to or instead of serving as educators within their own institutions' continuing education programs. These faculty members in professional disciplines find themselves in increasing demand for their teaching skills and subject knowledge, given the new attention many states and professions are paying to the updating of

professional competencies. Health, engineering, business, and law are among those disciplines in which university faculty find themselves asked to offer continuing education not only within their university but often also through seminars and courses offered by professional associations and businesses. It must be kept in mind that this non-university demand for faculty teaching expertise does not necessarily mean that the faculty member can be accused of entrepreneurial behavior. If professional associations, businesses, and other non-educational organizations are seeking university faculty to teach in non-university programs, it is frequently a case of the university being unable or unwilling to meet these educational needs themselves. Furthermore, if these agencies are successful in recruiting university faculty to teach outside the university, it would appear that the university's absence is not created through a reluctance on the part of faculty to teach in "nontraditional" settings. Apparently the origins of the "consultant-as-teacher" phenomenon lie in 1) the lack of a university program in the areas for which the faculty member is being recruited and/or 2) the lack of competitive resources and/or specific policies on the part of the university to ensure the participation of its faculty in university-sponsored continuing education offerings.

Relationship of Continuing Education's Growth to Compensation Policies

In the context of the Ethical and Economic Issues project's* review of faculty compensation policies, the relevance of continuing education

*The Ethical and Economic Issues project, funded by the Carnegie Corporation of New York and conducted at the University of Southern California, has examined compensation and other university policies pertaining to faculty. Differences between 9-month base salary and annual professional earnings from all sources have been studied with attention to such areas as conflict of interest, institutional allegiance, and competitiveness of the faculty financial position with respect to non-academic professional earnings.

may not initially be obvious. However, as compensation policies and practices are evaluated in light of the current decline in academic year (nine-month) salaries and the multiplicity of internal and external sources of academic earnings, it seems clear that one avenue which remains relatively undefined by traditional compensation policies, and which might afford some potential for providing compensation for new, regular load assignments, is continuing education. From one perspective, continuing education may be viewed as a source of supplemental earnings for some academics, and as such may actually be thought to divert faculty energies from regular university commitments (Freedman, 1979). But from another perspective, it would seem that a commitment to continuing education is but another form of university commitment -- and one that may become more prevalent as traditional age enrollments decline. This would be especially the case if the number of enrollments in university continuing education programs increases. As such, it must be recognized that continuing education has its own share of competition from external organizations which are able and willing to pay faculty at consultant fee rates to teach their employees or members. According to Milton Stern, Dean of U.C. Berkeley's Extension:

The academic tradition of consulting one day a week effectively weakens the university's disciplinary force and the extension's power to persuade these people to teach (at less money, of course) for university-based continuing education arms. (1979, p.3)

Continuing Education Deans' View of the Future

For the purpose of examining the potential impact of growth in new educational markets and the impact on traditional faculty, a survey of continuing education's deans was conducted. In the study some of the issues associated with continuing education's instructional staffing were examined. Data were obtained through the responses from deans and

directors of continuing education programs at four-year colleges and universities throughout the country. The purpose of the study was to assess recent (1978) and estimated (1988) enrollments, instructional staff composition, and program emphases in order to determine how realistic an assumption it may be to expect continuing education programs to provide new sources of professional challenge for traditional faculty, given the current policies of higher education with respect to the instructional staffing of these programs.

In Spring 1979, 230 deans and directors of continuing education programs were surveyed by mail for 1) the previous year (1977-1978) and for 2) their projections ten years hence (1987-1988) about: composition of instructional staff, number and major types of program offerings, total enrollment, and level of centralization of continuing education administration at their respective institutions. Respondents were also asked a series of attitudinal questions about instructional staffing policy issues to which they responded on a five-point scale ("strongly agree" to "strongly disagree"). These administrators comprised the four-year college and university membership of the National University Continuing Education Association (NUCEA) and as such, represent a large proportion of organized continuing education programs in the country. Of the initial group surveyed, total responses numbered 125 (65%).

Analysis of survey results consisted of a tabulation of median percentages of current and future proportions of program offerings and of the various professional "pools" from which continuing education faculty are drawn. Since enrollment size and scale of program were expected to influence staffing patterns, the respondents were grouped in four enrollment categories: 6000 and under, 6001 to 13500, 13501 to 24500 and 24501 and over.

Enrollments ranged in size from 150 to 352,336. In addition to a comparison of median responses of the four enrollment groups, correlation coefficients were computed for each of the seven attitudinal questions with the total enrollment and with the total number of course offerings. Correlation coefficients were also computed for enrollment and for course offerings with a variable that measured the level of program centralization on a five-point scale (ranging from all courses offered by continuing education to all courses offered by individual departments or schools).

Analysis of the respondents' answers to questions about instructional staffing and program offerings showed that most institutions anticipate only minor changes in the character of their continuing education programs by 1988. They anticipate some increases in their undergraduate and graduate degree offerings and a slight decrease in their non-credit, general interest offerings over the ten-year period. These results were found consistently across the four categories of enrollment size. With demographic projections and trends in requirements for advanced professional certification, these projections appear plausible. They also demonstrate an expectation -- at least by public institutions -- that funding for non-credit programs will diminish at the statewide level. Results also show that deans expect their headcount enrollments to increase an average of 35 percent over the ten-year period. They project a 20 percent increase in the number of courses offered by continuing education.

While enrollment projections by continuing education deans appear optimistic for higher education generally, their projections involving the use of traditional tenure-track faculty do not follow this pattern. From a median proportion of 24 percent of their 1978 programs taught by

nine-month faculty as overload, the deans project an increase to only 24.5 percent by 1988 for this group. These results are not offset significantly by a projected increase of about 4 percent in the use of regular nine-month faculty with instructional assignments in continuing education as part of their regular loads. Deans also project a decrease in their use of faculty who are employed full-time at other universities but they anticipate no change in their reliance on professionals from outside academe who serve as CE instructors. Instructors drawn from the pool of nonacademic professions accounted for a median proportion of 14.8 percent of the respondents' instructional staff in 1978 and for the same proportion in 1988. While proportions varied slightly across the enrollment groups, the patterns cited above for the total respondent group reflect the findings for each of the four enrollment categories. These results indicate some measure of consistency in continuing education programs, despite tremendous differences in size and scope of programs.

The correlations of enrollment and number of course offerings with attitudinal responses to questions about continuing education's instructional staffing policies revealed no associations between size of program and attitudes toward staffing policies. Deans agreed consistently that all CE faculty should participate in instructional development programs (79%) and that traditional faculty should receive institutional recognition in salary and promotion reviews for service in continuing education (92%). A majority of the respondents also believe that instructors should be hired on the basis of their expertise alone, regardless of their employment affiliations. Over half also felt their institutions should prohibit traditional faculty from "moonlighting" if this activity was in competition with programs offered through continuing education.

Implications of the University's Projections for Instructional Staff

From the survey results, it appears few deans project substantial differences in their institutions' approaches to the instructional staffing of educational programs to adult students. They expect more of these students to come to the university but do not expect to use very many more of the regular faculty to instruct them. Why?

One reason may be the expectation of these deans that they cannot compete financially with the consulting fees faculty in professional schools can earn by teaching outside the university. According to Maxwell (1980), they must expect competition for potential university continuing education offerings from the "thousands of individual instructor-practitioners who operate quite independently." Speaking specifically with reference to continuing education in business, he describes these competitors:

These may be moonlighting faculty members; most universities have the experience of individual business faculty acting as independent entrepreneurs in giving seminars, sometimes even to the point of competing with university-sponsored programs in which the faculty member is one of the listed instructors. (p.7)

Another reason the deans may not expect to make wider use of tenure-track ~~faculty~~, departmental faculty is that often there is internal competition within the university. Some departments have many incentives for organizing their own forms of continuing education and do not coordinate these efforts with schools of continuing education. Some of the obvious reasons for this "internal" competition are departmental desires for involvement in all education in its field, better visibility among the population served, belief that such programs are more effectively designed and marketed by the department, and competition for increased revenues (Maxwell, 1980). From the standpoint of concern over effective use of

university resources and personnel, this departmental control is not necessarily a negative trend. However, lack of communication and cooperation among the various university units can often result in duplication of efforts and expenses in cases of overlapping student populations and program areas.

Instructional Materials Needed in Continuing Education

The emergence of nontraditional forms of higher education has necessitated the development of a variety of new instructional materials. In some cases these take the form of written texts or manuals but they also include the development of audio-visual materials, televised courses, and computer software for use in assisting instruction. The survey of continuing education deans requested respondents to indicate the extent to which they commission such materials and their projections of future demand for them. Since many of these products represent significant instructional tools and often require substantial resources in their creation, the deans were asked if they currently market these materials or expect to do so in the future. The proportions of the deans responding affirmatively to these questions appear in Table 1.

Table 1

Instructional Materials Commissioned and Marketed by
Continuing Education: Actual (1978) and Projected (1988)

	Commissioned in 1978	Marketed in 1988	Expect to Commission by 1988	Will Market by 1988
Text and Manuals	47%	18%	50%	24%
Audio-Visual Materials	47%	15%	54%	23%
Television Courses	35%	15%	48%	22%
Computer-Assst. Inst. Programs	16%	6%	35%	15%

Since many programs of continuing education are currently involved in the development of instructional materials and even more expect to become involved, there are some intellectual property questions to be considered with respect to the professionals (often faculty) who develop the materials.

Of those institutions currently involved in the development of instructional materials, the percentages below represent proportionally the institutions following each of the intellectual property rights policies listed:

<u>Texts</u>	<u>A.-V.</u>	<u>T.V.</u>	<u>CAI</u>	
24%	21%	21%	19%	All rights and royalties belong to continuing education or the university. CE or the university retains ownership but royalties are shared with originating individual:
20%	21%	19%	15%	1) when the work is externally marketed
7%	9%	10%	10%	2) in all cases
4%	5%	6%	6%	The individual retains all rights and royalties for <u>external</u> distribution.
5%	4%	1%	2%	The individual retains all rights and royalties for all uses.
7%	8%	8%	8%	Other policy than specified above.
33%	32%	35%	40%	No defined policy exists.

While many institutions have some type of policy that specifies financial arrangements concerning the instructional materials they have commissioned to be developed, about a third have no policy covering this question. In cases where traditional faculty serve as the originators of these materials, better understanding of the property rights involved might make clearer the proper use of these materials both in university and non-university settings. If the university is funding the development of instructional materials only to have faculty members use them in a non-university course or seminar, the university clearly has fostered its own competition.

Conclusions and New Policy Directions

According to Cross (1980), "How higher education handles the competitive and cooperative aspects of the "adult market" is probably the determining factor over the next ten to twenty years in who the new clientele for higher education will be." At least in the realm of degree-related and professional programs, it is clear that the traditional faculty higher education currently employs could play a large role in higher education's ability to exert leadership in the continuing education arena. Current practice and lack of coordinated policy in this growing area may well prove seriously detrimental to that role. Stern (1980) outlines the situation and its negative potential as follows:

The university as an institution has no independent policy and no independent set of practical guidelines in continuing professional education. It has consented to be led by professional societies, by faculty members representing the professional who are, in turn, members of interlocking directorates - of licensing boards, and of the high command of professional societies and professional faculties... The failure of leadership in this area of policy and ensuing practice will result in the weakening of the complex comprehensive university in our country...(p.4)

These are serious fears and yet their translation into reality is not difficult to envision. Clearly, businesses and professional associations have legitimate concerns regarding the form continuing education takes. But higher education has the capacity to cooperate with these external organizations, recognizing them as knowledgeable consumers and collaborating with them in the design and development of relevant programs where appropriate.

Our current practice has stimulated the growth of a disconnected array of courses and programs and often revolves around faculty and professional groups with multiple vested interests in the competitive educational smorgasbord that ensues. Bowen (1980) suggests that "it is time for institutions

of all kinds to fold nontraditional study into their programs -- assigning regular faculty and facilities to it." This approach would provide the kind of cohesiveness that is currently lacking and could afford a better utilization of university facilities and personnel as traditional program demands diminish.

Compensation policies for faculty are a critical element to the successful reorientation of practice and policy in continuing education. The role of the faculty member teaching in continuing education is often similar to the faculty member's role as consultant. As such it is not easy to fit activities into the traditional evaluation procedures used for promotion and salary review. According to Freedman (1979)

A great deal of continuing education consists of short, discontinuous presentations on the current state of the art, of an important piece of new information, of a significant new technique. These require relatively short-term involvements by several different faculty members... Faculty committees do not know how to assess this kind of contribution, and they are accordingly loath to recognize it as a regular teaching function. (p.7)

Similarly, development of educational materials which enhance continuing education's ability to serve new students appropriately should be acknowledged as educational contributions. If traditional faculty are to be integrated into appropriate teaching, curricular design, and relevant research and service roles with respect to continuing education, the professional (and economic) reward system must be modified to acknowledge their contributions as academically legitimate and important.

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